



Dynamique des Jeunes Leaders pour la Paix et le Respect des Droits Humains

**DYJEPREDHU asbl**

Dynamics of Young Leaders for Peace and Respect for Humans Rights

**CHANGEMENT TRANSFORMATION IMPACT**

## Good Education for 3,000 DRC's Kids post EBOLA

May 2026

Siège : Goma-RD Congo  
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# PROJECT TECHNICAL PROPOSALS

## I. Project Summary

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### 1. Title of the project: **Good Education for 3,000 DRC's Kids post EBOLA**

#### 2. Contact details:

• Name of the organization: Dynamic of Young Leaders for Peace and Respect for Human Rights, “DYJEPREDHU asbl” in acronym

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- Referees:

Mr Christian AHADI BEN MASONGA (Executif Director)

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Mr. RIZIKI BARAKA Isaac (Financial Administrator)

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#### 3. Organization Mission Statement

##### **Mission**

"To restore dignity, health, and inclusive educational opportunities for vulnerable children and youth in crisis-affected regions of the Democratic Republic of the Congo. Through community-led health security, psychosocial healing, and resilient schooling systems, we empower post-epidemic and conflict-affected communities to rebuild safe, sustainable, and protective environments where every child can thrive."

##### **Vision**

"A resilient Democratic Republic of the Congo where every child, regardless of past health crises or social vulnerabilities, has uninterrupted access to a safe, healthy, and high-quality education."

##### **Core Pillars supporting the Mission**

- **Emergency Response & Recovery:** Rapidly restoring essential educational and protection services immediately after health epidemics (such as Ebola or Mpox) or humanitarian shocks.
- **Community-Led Ownership:** Training and equipping local parents, teachers, and traditional leaders to manage and sustain school health and security systems independently.
- **Holistic Child Well-being:** Integrating mental health, psychosocial support, and nutrition directly into the educational framework to heal the whole child.

##### **Project Beneficiaries**

The project adopts a two-tier beneficiary model to maximize the impact of the limited budget through community-led multipliers.

##### **1. Direct Beneficiaries**

The primary target group consists of **3,000 vulnerable children** and the **key educational actors** who directly manage their recovery.

- **3,000 School-Aged Children:** Boys and girls aged 6 to 15 living in post-Ebola hot zones. Special priority is given to:
  - Ebola orphans (children who lost one or both parents to the virus).
  - Children who survived the disease and face social stigmatization.
  - Extremely vulnerable girls at high risk of dropping out due to early marriage or economic distress.
- **50 Focal-Point Teachers and School Directors:** Educational staff across the target school network who will receive direct training in trauma-informed care, health monitoring, and psychosocial support.
- **20 Community Mobilizers:** Members of local Parents' Committees (COPA) and Child Protection Networks (RECOPE) trained to run sanitation campaigns and local nutrition mapping.

## **2. Indirect Beneficiaries**

The wider community benefits directly from the ripple effect of the health security and behavioral changes introduced in the schools.

- **15,000 Family and Household Members:** Parents, siblings, and guardians of the 3,000 target children who will benefit from improved health awareness, reduced risk of household disease transmission, and less financial stress regarding school return.
- **The Wider School Community:** Thousands of additional students attending the same school networks who will gain access to the newly installed community-led handwashing stations and safer, monitored school environments.

**Total cost of the project: US \$ 35,000**

- **Bank account: Dynamique des Jeunes Leaders pour la Paix et le Respect des Droits Humains, DYJEPREDHU asbl**

**Goma Agency -DRC**

**No. 1272-28000-23526760001-87**

**Following code: TRMSCD3L**

# Context and Justification of the Project

## Project Context

- **Systemic Educational Fragility:** Target regions in the Democratic Republic of the Congo (DRC) suffer from chronic deficits in school infrastructure, lack of learning materials, and underfunded teaching staff.
- **The Shock of Epidemics:** Ebola outbreaks force prolonged school closures to break transmission chains. This disruption breaks the learning cycle and detaches children from the school system.
- **Community Trauma:** Affected communities emerge from acute health crises marked by loss of life, stigmatization of survivors, an increase in orphans, and deep mistrust toward institutions.

## Project Justification

- **Breaking the Cycle of Vulnerability:** Prolonged absence from school increases the risk of boys being recruited by armed groups or forced into labor, and girls facing early marriage or pregnancy.
- **Schools as Health Shields:** Reopening schools with proper water, sanitation, and hygiene (WASH) infrastructure provides the most effective platform to teach life-saving habits and prevent future outbreaks.
- **Psychosocial Recovery:** Returning to a structured school routine is vital for children to heal from post-traumatic stress caused by the loss of relatives and social isolation.
- **Economic Relief for Families:** Epidemics paralyze local economies. Providing school kits and daily meals directly relieves households heavily impoverished by the post-Ebola financial crisis.
- **Alignment with Strategic Goals:** This intervention supports the DRC government's free primary education policy while meeting international humanitarian standards for Education in Emergencies (EiE).

## PROJECT PROPOSAL: Post-Ebola Educational Recovery for 3,000 Children in the DRC

### 1. Project Context

- **Systemic Educational Fragility:** Target regions in the Democratic Republic of the Congo (DRC) suffer from chronic deficits in school infrastructure, severe shortages of learning materials, and underfunded teaching staff.
- **The Shock of Epidemics:** Ebola outbreaks force prolonged school closures to break transmission chains. This disruption breaks the learning cycle, leading to high dropout rates and detaching children from the formal school system.

- **Community Trauma:** Affected communities emerge from acute health crises marked by sudden loss of life, stigmatization of survivors, an increase in vulnerable orphans, and deep mistrust toward public institutions.

## 2. Project Justification

- **Breaking the Cycle of Vulnerability:** Prolonged absence from school increases protection risks. It exposes boys to recruitment by armed groups or forced labor, and exposes girls to early marriages, gender-based violence (GBV), and teenage pregnancies.
- **Schools as Health Shields:** Reopening schools with proper water, sanitation, and hygiene (WASH) infrastructure provides the most effective platform to teach life-saving habits, reducing the risk of Ebola resurgence or other epidemic threats (such as Mpox).
- **Psychosocial Recovery:** Returning to a structured school routine is vital for children to heal. Safe spaces help them process post-traumatic stress caused by the loss of relatives and severe social isolation.
- **Economic Relief for Families:** Epidemics paralyze local livelihoods and markets. Providing school kits and daily meals directly relieves households heavily impoverished by the post-Ebola economic crisis.
- **Alignment with Strategic Goals:** This intervention directly supports the DRC government's policy on free primary education while strictly meeting international humanitarian standards for Education in Emergencies (EiE).

## 3. Project Objectives

### General Objective (Impact)

To ensure the right to inclusive, quality, and protective education for 3,000 children affected by the Ebola outbreak in the DRC, while strengthening the health, nutrition, and psychosocial resilience of school communities.

### Specific Objectives (Outcomes)

- **Specific Objective 1 (Access & Retention):** To re-enroll and retain 3,000 vulnerable students (boys and girls, including Ebola orphans) in school through the distribution of school kits, uniforms, and educational cost coverage.
- **Specific Objective 2 (Health & WASH Security):** To secure the learning environment in target schools by establishing emergency water, sanitation, and hygiene (WASH) facilities to prevent the transmission of infectious diseases.
- **Specific Objective 3 (Psychosocial Support):** To provide tailored mental health and psychosocial support (MHPSS) to students and teachers traumatized by the social and psychological impacts of the outbreak.
- **Specific Objective 4 (Nutrition & Food Security):** To improve student concentration, attendance, and nutritional status by implementing emergency school feeding programs that deliver a balanced daily meal.



Installation of handwashing stations & thermometers			X	X								
Delivery of monthly hygiene replenishment kits			X	X	X	X	X	X	X	X	X	X
<b>Objective 3: Psychosocial Support (MHPSS)</b>												
Training teachers on psychosocial support & trauma		X	X									
Setting up safe listening spaces & recreational clubs			X	X								
Ongoing counseling & case management for orphans			X	X	X	X	X	X	X	X	X	X
<b>Objective 4: Nutrition &amp; Food Security</b>												
Setting up school kitchen storage & logistics		X	X									
Daily preparation and serving of balanced meals			X	X	X	X	X	X	X	X	X	X
<b>Monitoring, Evaluation &amp; Learning (MEL)</b>												
Baseline survey & initial assessments	X											
Mid-term review and focus group discussions						X						
Final evaluation & endline report submission												X

## Global Project Budget: \$3,500 USD

### 1. Objective 1: Educational Support & Community Mobilization

*Focuses on leveraging community solidarity and identifying the 3,000 children.*

- **Community Mapping Workshops:** 3 sessions x \$50 (transport and basic refreshments for local leaders and parents' committees to map out the 3,000 most vulnerable children) = **\$150**
- **Advocacy & Sensitisation Radio Spots:** 5 local radio broadcasts x \$30 (to mass-campaign for the return of Ebola orphans to school and combat stigma) = **\$150**
- **Subtotal Section 1: \$300**

### 2. Objective 2: Health & WASH Security (Seed Materials)

*Focuses on setting up low-cost, community-maintained hygiene stations.*

- **Bulk Chlorine/Water Purification Tablets:** 10 buckets/packs x \$25 (to treat drinking and washing water across target school networks) = **\$250**

- **Local Handwashing Stations (Tip-Taps/Local Buckets):** 30 units x \$10 (locally manufactured buckets with pedals or taps distributed to core school hubs) = **\$300**
- **Infrared Thermometers:** 5 units x \$30 (critical health screening tools for the most affected school entry points) = **\$150**
- **Subtotal Section 2: \$700**

### **3. Objective 3: Psychosocial Support & Teacher Training**

*Focuses on training the trainers (teachers) who will directly support the 3,000 children.*

- **MHPSS Training Materials:** 50 training toolkits/manuals x \$4 (printed guides on trauma-informed teaching for school directors and lead teachers) = **\$200**
- **Teacher Training Seminar:** 2 days x \$150 (venue rental, flipcharts, and water for a centralized workshop training 50 focal-point teachers) = **\$300**
- **Peer-to-Peer Support Clubs Startup Kits:** 10 clubs x \$15 (basic recreational items like footballs or drawing materials to spark psychosocial healing activities) = **\$150**
- **Subtotal Section 3: \$650**

### **4. Objective 4: Nutrition Support Advocacy**

*Focuses on organizing local parents' committees to build self-sustaining community grain banks.*

- **COPA (Parents' Committee) Nutrition Strategy Meetings:** 5 clusters x \$40 (incentives/coffee breaks to help communities organize local food contributions) = **\$200**
- **Subtotal Section 4: \$200**

### **5. Personnel, Logistics & Operational Costs**

*Minimal field costs to ensure strict management and execution of the calendar.*

- **Local Field Mobilizers Stipend:** 2 staff members x 3 months x \$150 (part-time local coordinators managing field activities, WASH setup, and monitoring) = **\$900**

- **Local Transport & Fuel (Motorbike):** 3 months x \$150 (fuel and rental for field monitoring visits across schools) = **\$450**
- **Communication & Mobile Data:** 3 months x \$50 (airtime for coordination, field reporting, and donor updates) = **\$150**
- **Subtotal Section 5: \$1,500**

## 6. Contingency

- **Emergency/Unforeseen field expenses:** 1 Lump sum = **\$150**
- **Subtotal Section 6: \$150**

### Budget Summary Table

Budget Category	Cost (USD)	Percentage (%)
1. Educational Support & Mobilization	\$300	8.6%
2. Health & WASH Security	\$700	20.0%
3. Psychosocial Support & Training	\$650	18.6%
4. Nutrition Support Advocacy	\$200	5.7%
5. Personnel, Logistics & Operations	\$1,500	42.8%
6. Contingency	\$150	4.3%
<b>TOTAL PROJECT BUDGET</b>	<b>\$3,500</b>	<b>100%</b>

Done in Goma, May 19, 2026

For DYJEPREDHU asbl

Christian AHADI BEN MASONGA

EXECUTIF DIRECTOR, HUMAN RIGHTS ACTIVISTI

